



The Utah Family Coalition Policy and Training Manual 2015

Four

Ten Principles of Wraparound

Role & Function of the Wraparound Facilitator

Criteria for the development of a Wraparound Team

Strengths, Needs & Cultural Discovery

Natural Supports

Sample Forms

High Fidelity Wraparound Study and Review Questions



Section 4: The Ten Principles of the Wraparound Process

1. **Family voice and choice** – Family and youth/child perspectives are intentionally elicited and prioritized during all phases of the wraparound process. Planning is grounded in family members' perspectives, and the team strives to provide options and choices such that the plan reflects family values and preferences.
2. **Team based** – The wraparound team consists of individuals agreed upon by the family and committed to them through informal, formal, and community support and service relationships.
3. **Natural Supports** – The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships. The wraparound plan reflects activities and interventions that draw on sources of natural support.
4. **Collaborations** – Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single wraparound plan. The plan reflects a blending of team members' perspectives, mandates and resources. The plan guides and coordinates each team members' work towards meeting the team's goal.
5. **Community-based** – The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible; and that safely promote child and family integration into home and community life.
6. **Culturally competent** – The wraparound process demonstrates respect for and builds on the values, preferences, beliefs, culture, and identity of the child/youth and family, and their community.
7. **Individualized** – To achieve the goals laid out in the wraparound plan the team develops and implements a customized set of strategies, supports, and services.
8. **Strengths-based** – The wraparound process and the wraparound plan identify, build on, and enhance the capabilities, knowledge, skills, and assets of the child and family, their community, and other team members.
9. **Unconditional** – A wraparound team does not give up on, blame, or reject children, youth, and their families. When faced with challenges or setbacks, the team continues working towards meeting the needs of the youth and family and towards achieving the goals in the wraparound plan until the team reaches agreement that a formal wraparound process is no longer necessary.
10. **Outcome-based** – The team ties the goals and strategies of the wraparound plan to observable or measurable indicators of success, monitors progress in terms of these indicators, and revises the plan accordingly.



Role and Function of the Wraparound Facilitator

The wraparound facilitator role may include many different facets.

Listed below are a number of crucial functions frequently performed by the wraparound facilitator.

Role/Function	Description
Facilitator of Wraparound Steps	Doing the steps that are the core of this process 1. Engagement 2. Immediate Crisis Stabilization 3. Strengths, Needs and Culture Discovery 4. Child and Family Team Formation 5. Developing the Wraparound Plan 6. Crisis Planning 7. Tracking and Adapting the wraparound plan 8. Transition out of wraparound.
Consultant	The facilitator is a consultant to the parent, child, and the team. The facilitator shares his/her wisdom and advice around a myriad of issues, challenges, and concerns. The family has the final say, unless the child is in state custody.
Resource Developer (community development)	The facilitator finds, crafts, and creates needed services and supports and helps families connect to them. This may be adapting an existing service so it fits the family's needs or facilitating the creation of a new service. The facilitator is developing relationships with natural support systems, e.g., faith community etc.
Advocate	The facilitator helps youth and families connect to and prepare for relationships with other service and support systems, e.g., may accompany a parent to an IEP meeting.

A note about dependency: The wraparound facilitator may be (will likely be) very actively involved serving and supporting the youth and family early in the wraparound process. The facilitator is conscious of fostering dependency and is actively and incrementally working to support toward family independence. We think the process toward family independence is captured in the following maxim: "Do for. Do with. Cheer on!"



The Utah Family Coalition
Criteria for the Development of a Wraparound Team

1. When traditional services have not been effective:
 - Very likely to drop out/discontinue essential treatment
 - At high risk of out-of-home placement
 - Client (youth) is not having success in school or not at grade level
 - Youth and family are involved with two or more agencies
2. The client and family are well suited to working with a Wraparound approach.
3. The client and family will benefit from a Wraparound Team with informal and natural supports to carry on after formal services have diminished or concluded.

Typical case load:

A 40 hour per week facilitator should have 8 to 13 wraparound cases.

A typical wraparound requires 8 to 10 hours per week.

UFC Approved 7-31-13



Strengths, Needs and Cultural Discovery

Phase 1 Step 3

Definition: Strengths, needs and cultural discovery is a planned gathering of information from the family's perspective. The Family Resource Facilitator will hear about their experiences, individual and collective strengths, needs, elements of culture and long-term goals or vision.

Purpose: The purpose of the Strengths, needs and cultural discovery are to identify strengths, assets and resources; to learn about and understand the culture of the family; and to record the youth and family needs.

Participant Objectives:

- Know the importance of the strengths, needs and culture interview to the overall success of the Wraparound process.
 - Demonstrate the three overall goals of the strengths, needs and culture interview.
 - Demonstrate understanding of *family* culture.
-

The Strengths needs and cultural discovery is both an event and an ongoing process. It is an ongoing process in that the wraparound facilitator will continue to discover family strengths and important aspects of family culture until the facilitator is no longer working directly with the family. Strengths need and culture discovery is an event in that is a planned meeting and interview process with the youth and family, and others that know the family well and who care.

There are three overall goals of the strengths, needs, and culture interview.

1. Identify strengths, assets, and resources that may be mobilized to meet family needs for support.

2. Learn about and understand the culture of the family, so the eventual wraparound plan “looks like” and “feels like” the family, i.e., is culturally competent and therefore more likely to be a plan the youth and family will buy into and participate in.
3. Record youth and family needs. Ask about and establish a long range vision (develop a vision statement). Ask about and set short term goals. Needs are immediate areas of focus that are identified by the youth and family, for example, “I am so tired, I think I need a break from my child.”

The strengths, needs and culture discovery is the most important step of the wraparound process. A superficial strengths discovery leaves the facilitator, child and family team only with deficits, therefore, a deficit-based plan. Deficit-based plans have likely already been tried without positive outcomes. A comprehensive strengths, needs and culture discovery will permit the plan to include strength-based options for meeting the needs of the youth and family that reflect the culture of the family. Such a discovery supports a plan that is highly individualized. In other words, the plan is “one of a kind” and is designed to fit the unique needs of the family rather than the approach typical of traditional service systems where a family is offered only available categorical service with little regard for fit.

The strengths, needs and culture discovery interview generally takes between one and two hours. It may be split between multiple meetings depending on the needs and availability of key family members or other individuals who provide the family with support. The interview is conducted in a safe place of the youth and family’s choosing, at a time convenient to the family.

It is useful to encourage as many family members and other individuals who know the youth and family well to participate. Extended family members, friends and neighbors, and individuals form the family’s faith community may all be potential participants in the discovery process. It is always easier to engage individuals outside the immediate family have the final say in determining who to include in the strengths needs, and culture discovery interview.

The findings of the strengths needs and culture discovery are recorded in a narrative format usually not less than two typewritten pages in length. The facilitator provides the written discovery to the family for review in a follow-up meeting. Families often have additional strengths they thought of since the interview and would likely be added to the discovery. Families are also checking the document for accuracy. We recommend that the written discovery be completed within three business days as the richness of the interview is lost if there is a longer delay.

A family’s strengths, needs and culture interview consist of three phases: the introduction, the interview, and the closing.

The Introduction: During the introduction phase of the culture discovery, the facilitator explains the process of discovery and the rationale for doing this type of interview. It’s often useful to say that all families have both strengths and needs. Previous helping persons have probably concentrated too much on needs (deficits); the facilitators’ first job is to discover the family’s strengths so there is a balanced understanding of the family. Each introduction, however, will need to be tailored to the family being interviewed.

The Interview: During the interview phase of the strengths, needs and culture discovery. The facilitator begins by asking spontaneous questions about the strengths, preferences, culture, habits, traditions, and family rules, etc. Ideally, the interviewer avoids using a canned list of questions. New interviewers may find it useful to consult a list of potential questions as they go through the process. The interviewer asks a question, and then follows up the question with other queries based on the answer given.

The strengths, needs and culture discovery interview require flexibility and advanced interviewing and engagement skills. For staff with previous experience in interviewing families the process can be rapidly mastered after only a few interviews supported by good coaching. For those with less experience, mastery may require a dozen or more interviews before the subtle aspects of the interviewing process are acquired. For individuals with less interviewing experience, coaching by an experienced wraparound facilitator will be especially important as a means of providing on going feedback.

Many families will find it difficult at first to focus on their strengths. This may be due to the fact they have been trained by previous helping persons to focus only on their deficits. Gentle redirection is required when the family or others move into deficits. Families eventually get “in the strengths groove” and enjoy discussing aspects of their life and relationships not frequently recognized. Once in a while, despite multiple redirects back to strengths, a family will stay stuck on deficits. In these instances, it is likely that insufficient time in deep listening was spent with the family during engagement. One might say, “You know we were planning to discuss your family’s strengths discovery another time.” After sufficient engagement has been established, the strengths, needs and culture discovery is rescheduled.

Examples of questions commonly asked during strengths, needs and culture discovery interviews:

1. What is your best quality as a parent? What do you like most about your son/daughter?
2. Tell me about how you were raised. Can you give me an example of something you learned from your parents? Are you similar or different as a parent than your parents? In what ways?
3. Does your family celebrate holidays? Which ones? In what way?
4. Tell me about the rules in your family. How do the work?
5. How does your family have fun?
6. Do you have people over to your home frequently? Who were the last three visitors to your home?
7. Describe for me the pace of how your family operates? Very fast? Slower than most? Do you like it that way? Is this similar to how you were raised?
8. How do you relax?
9. (To the youth) what are your favorite things to do? Why do you like them?
10. I find that most parents have dreams about their youth. What would you like their lives to be like at 21 years old? 40? Do you have a long range vision for your family?
11. What is your favorite time of the day? Year? Why?
12. Describe your parenting style.

13. Does your family belong to any part of the faith community? What do you enjoy about your faith?
14. Is your family in the same faith?
15. Who do you call when times are tough?
16. When do you have the most enjoyable times with your family?
17. What do you enjoy doing the most with your family?
18. I see from your file you are (Native America; African American; Chinese-American, etc.) could you tell me about how being (race) has affected you in a positive way?
19. If you could do anything different with your life, what would it be?
20. What or who has been the most influential in your life?
21. Do you have any heroes? Why are they your heroes?
22. Do you have any immediate goals for your family?
23. How are you in a crisis? Could you give an example?
24. Whichever questions you would like to ask.....

The Closing: During the closing part of the interview, the facilitator thanks the participants and reminds them that they will be asked to review the written narrative of the discovery after it is compiled. Set a time with the youth and family when they can review the written discovery. Finish the interview by discussing potential child and family team members who might be invited to participate in the next step of the wraparound process.

About Family Culture

What is family culture? Webster's defines culture as a particular form of civilization, especially the beliefs, customs, arts, and institutions as a society at a given time. Family culture is a unique way that a family forms itself in terms of rules, roles, habits, activities, beliefs, and other areas. The racial or ethnic culture in which a family lives may strongly influence family culture. Other families are no longer tied to cultural norms of their ethnic or racial group. Every family is different; every family has its own culture. Children and youth with complex needs also form a culture on the street as they hook up with street connections.

What is cultural competence in the area of Family Culture? As helping professional, we are frequently asked to assist families. Often, because we do not learn the unique culture of a family, our interventions effectively ignore how THIS family operates. We then are sometimes puzzled why the family does not respond to services or why their buy-in or cooperation is low. Culture is about legitimate, important differences. Cultural competence in the area of family culture occurs when we not only discover what the individual family culture of a family is, but we appreciate the cultural differences of the family. You may find that most people are not used to thinking about culture in terms of other than race or ethnicity and that family culture is a new term of them.

Discovering Family Culture

Webster's defines family as a social unit, a "household establishment", and as a group that includes parents and youth.

Culture is defined as “the unique values, ideas, customs, skills, and arts, of a family or a people that are transferred, communicated, and passed along”. Family culture, then, is the unique way that a family operates and functions, including habits, characteristics, preferences, roles, etc.

Exercises:

Individual Exercise on Culture: Individually, write down a sentence that describes your own family culture. Use the family you grew up in or the family you live with now, whichever you choose. We will ask for volunteers to give examples. (10 minutes activity)

Pairs Exercise: Find a partner. Take turns conducting a strengths, needs and culture discovery interview with your partner use the road map as a guide. We will debrief in a large group

Follow up with “A multiple – choice test on strengths-based planning with the Lyndon family”

A Road map for the Strengths, Needs and Culture Discovery

Comprehensive Strengths: The discovery interview should address youth and family strengths, assets and resources in most or all of the following life domains:

Family, Financial, Fun, Spiritual, Social/Friends, Vocational, Legal, Residence/Neighborhood, Education, Medical and others.....

Family Culture: The facilitator needs to learn about the youth and family’s culture. Some examples of family culture are:

Dress, Rituals, Preferences, Language, Rules, Ways, Habits, Assumptions/Beliefs.

Needs: The discovery identifies the youth and family needs.

Long Term Vision: The discovery identifies the long term vision of the family.

Short Term Goals: The discovery identifies short term goals.

Potential Child and Family Team Members: The strengths, needs and culture discovery identifies the individual who may participate on the child and family team, i.e., the 4 to 8 people who know the youth and family well and who care.

SEE SUPPLEMENTAL – ACTIVITIES

Activity No. 5 – Who you are and what you do

Activity No. 6 – SNCD

Activity No. 7 – Strength-based Planning

Activity No. 8 – Immediate Crisis Stabilization



IDENTIFYING, DEVELOPING AND ENGAGING NATURAL SUPPORTS

Phase 1 Step 4

Definition: An important role of the wraparound facilitator is development of natural supports and resources.

Purpose: One of the primary values of the wraparound process is the identification and involvement of natural supports on the youth and family's child and family team.

Participant Objectives:

- Gain knowledge of the importance of informal and natural supports to the Wraparound process.
 - Gain knowledge of how to build Wraparound teams using informal and natural supports.
 - Be able to determine the difference between formal and natural supports
-

Natural supports of the youth and family might include: extended family, friends, neighbors, or colleagues at work. We believe a good wraparound plan is composed of not more than 25% formal services and supports, things that cost money, and 75% natural supports, things that don't cost money.

Brokers of Natural Supports and Resources:

An important role of the wraparound facilitator is development of natural supports and resources. It will be from community development efforts of this type that surrogate supports are identified for participation on child and family teams when families are bereft of such supports. Natural

systems may also contribute “hard goods” such as clothing or a bicycle, or emergency financial support when youth and families have needs of such support.

Common Brokers of Natural Supports and Resources Include:

- Faith community
- Service clubs (Kiwanis, Elks, Masonic Temples, Optimists, Daughters of the American Revolution, etc.)
- Community centers and organizations (Jewish Community Centers, YMCA, Urban League, etc.)
- Veterans clubs or groups
- Business groups
- Ethnic clubs
- Senior organizations and centers
- And many more.....

Natural Supports on Child and Family Teams: Questions and Answers

What if a family has no natural resources to be on the team?

It may be that a family has no local natural supports due to having recently moved. The vast majority of the time when a family says they have no one to be on the team, what they are really saying is that they do not trust you enough to reveal who “their people” are. In these situations, the facilitator should be persistent in looking for natural resources while taking the time to build a relationship with the family.

Group Discussion: What are techniques to build natural supports for families who do not have them?

What If the family prefers not to have natural supports on the team?

Start with their preference and comfort level. There are many legitimate reasons why a family may prefer not to have natural supports on their team, including privacy preferences and family culture. It is vital that the wraparound staff work to inform the family that they are risking having no one left for support once the professionals on the team go away. We typically advise the family on this issue frequently over the first few months of participation in the wraparound process.

Group discussion: What are reasons why a family may not want natural resources on their team?

What if most of our families in the wraparound process have no natural team members?

We have found that this situation indicates a need for supervisory level evaluation of staff training. It is typical that 10-15% of families may prefer not to have anyone else on their team except professionals. If it is substantially more than that percentage, there may be a need to

address how families are being asked who will be on their team. We often find that staff may see inclusion of natural team members as secondary to other treatment issues. Staff may be worried that the team will be too big or take too much time to manage (remember, family, faith and friends are what humans use most to get through life crises!).

Group Discussion: What are ways to increase natural membership on child and family teams?

Exploring a Family's Spiritual Life

Small group exercise: Divide into small groups. Try to come to a consensus on an approach to the following questions. Be prepared to present your solutions and rationales for your group's answers. (Time: 10-15 minutes)

- A family member asks the facilitator to pray with the family. What should the facilitator do?
- A family member asks the facilitator to attend their family church. What should the facilitator do?
- A parent is upset that their teenager does not attend church and asks the child and family team to address this issue at the child and family team meeting. What should the facilitator do?

Separation of church and state dictates that governments should not control churches in any way. Another aspect of separation of church and state is that governmentally funded services providers must not evangelize or push a family toward any faith community. This helps protect religious freedom, a vital aspect of a free society. Some helping professionals have interpreted this mandate to mean that we are not allowed to or should not mention spiritual issues with the youth and families we serve.

Spirituality is an important area of life for most of our youth and families as well as a significant source of natural support or potential source of support. Avoiding discussion of a family's spiritual life can be a significant missed opportunity. This discussion can identify important natural supports as well as lead to a deeper understanding of a family's culture.

The discussion of spirituality requires that wraparound facilitators develop specialized skills and a comfort-level in this area in order to be effective. Facilitators need to learn specific methods for exploring a family's spiritual beliefs, connections to the faith community, and /or interest in becoming involved with a faith community.

It is common to see families that have family members with troubling behaviors who have been discouraged from participating in a faith community. Often, a family involved in the wraparound process that wants to participate in a faith community has not been able to due to embarrassment over a family member's behavior. Some faith communities are not prepared to handle individuals with complex needs and problematic behaviors. As a result, the wraparound process can provide needed support to a family and its faith community so their relationship can develop fully.

The following are typical initial questions to ask in the discovery of this life domain:

- What does a typical Sunday morning look like in their family (or other day that a family may have for attendance at their faith community).
- Are you or is your family part of a faith community?
- Have you or your family ever been part of a faith community?

If the family indicates that they are part of a faith community or want to be and have not been due to family member behaviors, then the facilitator can proceed with additional questions:

- How does your family express their spirituality?
- Is your family new to this faith community?
- What do you like about your faith community?
- Are there special persons in your faith community who mean a great deal to you or your family? What do they do to support your family?
- What do you feel you need to be able to participate in your faith community again?
- Is there someone from your faith community who you would like to be part of the child and family team?

A goal about reconnection or strengthening of an existing connection to a faith community may become a target of the wraparound plan. However, separation of church and state means that as facilitators, we have to be cautious about not ever pushing our own religious agenda or beliefs.

If the answer to any of the preceding questions reveals that the family is not part of a faith community, and has no desire to be part of a faith community, then the issue is over. Don't ask more questions about the spiritual life domain unless the family brings it up in the future. No matter what your personal spiritual beliefs, you would not say "Don't you really think being part of a faith community would help your family?" You would not say "I would like to invite you to attend my church."

Pairs exercise: Find a partner and take turns learning as much as possible about the other person in the spiritual life domain. Learn about their spiritual culture as well as about their current connection to a faith community.



STRENGTHS, NEEDS, & CULTURAL SUMMARY

Form UFC-008 (SAMPLE #1)

Date: September 24, 2012

People providing Information: _____ Mother home full-time
_____ Father works at _____ in _____
_____ 16, student at Juab High
_____ Son age 15 student at Juab High

Long Range Vision Statement:

A family that communicates in a respectful way with one another and a home where family values are established and adhered to by all household members.

Strengths:

- The Family's best times are when they spend time together camping, 4-wheeling and riding horses. They love being in the mountains as a family.
- The family observes rules in the home.
- father works at _____ in _____ and is a volunteer firefighter. He is good to see how to do things and figure out a way to fix it. He is good with his hands.
- mom loves her boys and can see their potential and wants them to succeed. She is a giving person and helps others. She has a big heart.
- son1 is a good student. He is active in the LDS church and has a strong belief in its teachings. He is an Eagle Scout.
- son2 does well in school, likes time with parents and is an Eagle Scout. _____ is a hard worker and enjoys learning to do things with his Dad.

<p>Needs:</p>	<p>Needs of the Family:</p> <p>Communication--respect one another--learn skills Obey Family rules and parents Family help with house cleaning and organizing Couple Time--Dating and Marriage strengthening Family values--discuss, evaluate, teach and live</p> <p>____son1____Needs:</p> <p>Help with depression Leadership opportunities Wants to work on social--withdrawing from friends Wants a job Learn to relax Treat family better--especially his brother. Protective of family (feels like adult in the home at times)</p> <p>____son2____Needs:</p> <p>Help with depression Would like friends Know how to handle bullying More time with brother (undivided attention)doing: Long boarding, Wii games, exchange skills, fixing 3 wheeler Be more open in home communication</p>
<p>Culture:</p>	<p>Most holidays are celebrated with extended family. Easter, Thanksgiving and Christmas are some favorites. There are many traditions with extended family that they look forward to each year. The boys really look forward to being with cousins.</p> <p>Both parents were raised in LDS families. _____ believes the priesthood to be a great blessing in families. _____ would like both his sons to serve LDS missions. The parents are not currently active in their church but might like to attend again someday. They do believe in the teachings of their church. _____ goes to church sometimes and also believes in the</p>

	<p>things he learns in his church. _____ is active in the LDS church and considers the church a very important part of his life.</p> <p>Both <u>son1</u> and <u>son 2</u> express that the home rules are fair and they understand why the rules are important.</p> <p>The family functions at a medium to fast paced lifestyle. They often will make last minute decisions and plans.</p>
Mandates:	

NARRATIVE SUMMARY:

Narrative of the _____ Family:

The Family's best times are when they spend time together camping, 4-wheeling and riding horses. They love being in the mountains as a family. The family also likes barbeques, making treats, playing Wii and watching movies together. Most holidays are celebrated with extended family. Easter, Thanksgiving and Christmas are some favorites. There are many traditions with extended family that they look forward to each year. The boys really look forward to being with cousins. _____ and _____ were both adopted as young boys by _____ and _____ through the foster care program. The boys were around very difficult circumstances in the first few years of life before the adoption. They appreciate their Mom, Dad and the home they now enjoy. Both parents were raised in LDS families. _____ believes the priesthood to be a great blessing in families. _____ would like both his sons to serve LDS missions. The parents are not currently active in their church but might like to attend again someday. They do believe in the teachings of their church. _____ goes to church sometimes and also believes in the things he learns in his church. _____ is active in the LDS church and considers the church a very important part of his life.

The family observes rules in the home. _____ **mom** likes to know where her boys are at all times. They must call and let her know where they are and what time to expect them home. Homework comes first before other activities. Computer time is limited and cell phones get turned in by 9:30 pm. When rules are broken the result may be no T.V., computer, phones, games or friends. Both _____ and _____ express that the home rules are fair and they understand why the rules are important.

The family functions at a medium to fast paced lifestyle. They often will make last minute decisions and plans. **(mom)** and **(dad)** were raised in slower paced homes than they currently operate in their own family. _____ **(Mom)** would like a more organized and cleaner home with everyone

participating in the work. The parenting style in the home differs by parent. ____**mom**____ is the one who is strict and disciplines. She doesn't always follow through with the discipline especially if done in anger. ____**dad**____ is gone a lot for work, when he is home his parenting style is more lax.

__ (**father**) ____ works at ____ in _____. He works long hours and has travel time to and from work as well. ____ is a volunteer fireman in the area. ____ feels that his best qualities as a parent are teaching hand skills such as woodwork and fixing cars. ____ came from a strict but loving home. He is the oldest of 8 children. He grew up in Payson and feels he had an average home life. He feels close to his siblings and parents. ____ relaxes by doing yard work, shop work and going for a ride. ____ Best time of the day is afternoon. He likes Spring and Fall because it is cooler but not cold. He likes hunting as well. ____ likes that (**son1**) is smart, does well in school and that he is outgoing. ____ likes that (**son 2**) is willing to help out and considers him to be quiet. He has hopes that ____ and ____ will go on a mission for their church, go to college, be self-supporting some day and married with children. When times are tough ____ talks to his Dad.

(**Mom**) stays home full-time. She was raised in a strict Mormon home. ____ was the only adopted child in her home and was the 5th out of six children. She knew she was loved but it was not expressed in words while growing up. ____ feels close to her siblings in recent years. ____ feels she is similar to her mother as a parent but would like to be more positive in her home. ____ is the schedule organizer for the family and feels a heavy burden in making sure things get done in the home. ____ has been experiencing severe back problems in the last couple of years. This has been difficult as she is not as active and this has caused a toll on the family as well as the things they enjoy together are mostly active recreational activities. ____ loves her boys and can see their potential and wants them to succeed. She regrets that she is a little too stern and wants to do better. ____ likes to make jewelry to relax and create. ____ feels she makes sacrifices for her boys such as the time commitment and travel to be involved in the Manti Pageant. ____ appreciates in (**son1**) his compassion, caring, and spiritual personality. ____ sees in (**son2**) that he can be relied on, tender hearted, and that he possesses a "can do it" attitude. When ____ is going through a difficult time she calls her brother ____.

(**son1**) is a good student. He likes language arts (poetry) and history. He also enjoys Speech and Debate and being a part of GYC. ____ likes Valentine's Day because girls are a part of it such as school dances. He also likes Halloween for the chance to dress up and be someone that he is not. ____ likes Christmas as well especially the spiritual part of it. ____ is active in the LDS church and has a strong belief in its teachings. When times are tough ____ turns to the Lord. ____ has a fear of driving and is too cautious. He does better when others are not in the car because he worries about an accident and hurting someone he loves. ____ feels that his life is fast paced and wishes he could relax some. ____ usually goes to friends' homes instead of having friends come to his home. When ____ does try to relax, he likes to skateboard or read action, fiction and medieval books. ____ also likes to act, sing (in Men's Choir), and dance (break dancing). He feels most confident when he dances. ____ Favorite time of day is Night and his favorite season is Spring. An influential person in ____ life is his Grandfather ____ because he is spiritual and a born leader. ____ Hero is his Dad. He appreciates his dangerous volunteer work as a fireman. ____ is an Eagle Scout.

(**Son 2**) does well in school. His favorite subjects are math, wood/metal shop, band (played the bass clarinet), and art. He looks forward to learning the guitar next semester. ____ likes to play Ultimate

Frisbee. Afternoon time is his favorite time of day and summer is his favorite season. _____ believes in his LDS church, but does not always attend. _____ is an Eagle Scout and really likes his scout leader, _____. During difficult times _____ likes to talk to his Mom. _____ likes getting with extended family and being with cousins. _____ would like to learn to save money better. _____ hopes to get his driver's learners permit soon. _____ thought things were going well when he could hang out with Mom more. The last two years have been difficult at home. _____ feels that the positive things at home are time together as a family, when he can determine his own activity and time, and that he feels loved by being cared for in the home. _____ would like an allowance.

Life Domains they would like to work on:

Family: The goal outcome would be better communication skills and respect for one another and where there is more peace and cooperative behavior in the home. For example, keep the table cleared to have family meals together where conversation can take place each day.

Culture: Establish values that the family can adhere to together. Values in the home are discussed openly, evaluated, taught and lived by all members of the household.

Social : (son2) gain friends and resist bullies.
(son1) feel connected to family and friends. He would like to have leadership opportunities.

Permanent Relationships: Both (son1) and (son2) would like to have a stronger bond as brothers. The outcome would be spending more quality time together doing activities they both enjoy and communicating in a meaningful way with one another. **(Mom)** would like to strengthen marriage by regular dating and communicating as a couple.



STRENGTHS, NEEDS, & CULTURAL SUMMARY

Form UFC-008 (SAMPLE #2)

Date: August 23, 2013

People providing Information: _____ (Father)
_____ (Mother)
_____ Age 16 (Son)

Long Range Vision Statement: The family would like live on a farm with a house and help endangered livestock. They want to do more activities together that create positive memories and experience calm times with a peaceful environment.

Strengths:	<ul style="list-style-type: none">• (Father) is supportive to his kids and always there• (Mother) is encouraging and supportive• Son has an amazing mind and abilities• Son lives in the moment• The family deeply cares for animals• The family loves each other and supports one another• Son is upbeat and energetic
Needs:	<ul style="list-style-type: none">• Son respect parents more• Increased income in the home and work options• Son and Dad complete education goals• Son fulfills his probation requirements• More structure and routine in the home• Dad medical help for legs• Mom feels more emotionally safe• Son help with managing his medications• Continue with support with CUCC and other community groups• Home repairs• Family accountability in community and family relationships
Culture:	<ul style="list-style-type: none">• Celebrate most holidays• Spend time with extended family for birthdays• Family likes a slow pace• Enjoy outside activities together• Share a mixed spiritual belief based on Nature/Native American

Mandates:	<ul style="list-style-type: none"> • Not around peers from school • Fulfill community work hours

NARRATIVE SUMMARY:

The family has gone through some difficult times for many years. They have been very stressed in many areas of life including home, finances, legal issues, work, medical, emotional, behaviors and education. They have been able to keep it together so far because of their love and support for each other. They like things at a slow pace rather than fast. They enjoy outside activities together such as gathering flowers for use in dyes, fishing, mountain man rendezvous, hiking, and camping. They have not been doing these activities very much or not at all. The family works together at a local restaurant they are partners in. They have some family support but it is quite limited. The family enjoys making crafts and they regularly attend the farmer's open market together to sell homemade craft items. This family shares the love of animals. They miss having goats.

DAD (also known as ____) came from a split home but both parents were attentive. He also had a good step-father. **Dad** feels he was the black sheep in his family, but he learned to survive and be resourceful. He is similar in his discipline as his parents, but less physical. He considers his parenting style to be strict. **Dad** does not see his extended family very often. He relaxes by driving a tractor. He is a good mechanic and teaches **son** this trade. **Dad** is a veteran and has a long family history of veterans. He likes the Native American culture and belief system. He can play the Native American flute and other instruments such as the trombone, saxophone, and French horn.

Mom was raised on a farm where you carry firearms and go hunting. She has five siblings. She had a happy childhood and parents were affectionate. Her mom taught her crafts and her dad worked hard. She learned how to be playful from her parents and learned many lessons of life. She has a similar parenting style as her parents. **Mom** likes to relax by doing crafts and being with her animals. She likes mornings and summer time (not so cold). **Mom** is more relaxed in her parenting, but does discipline. **Mom** dreams of farming full-time and helping endangered animals. **Mom** was in a car accident and received head trauma injuries. She has not been the same since this time. She feels emotionally unsafe and has panic attacks. She does not like being around a crowd. She lost much of her memory of life prior to the

accident. **Mom** has experienced insensitivity from community members regarding her problems associated with the accident. **Mom** likes hugs and affection when she is in a difficult situation.

Son is 16 years old. He is in adult education in order to continue his education. He has amazing abilities and lives in the moment. **Son** is diagnosed with ADHD. He does not like taking his medication because it makes him feel “not himself” and very tired. **Son** tends to react rather than think and act. He likes to relax by making chainmail bracelets. He enjoys hands on activities such as doing mechanics with his dad. He likes fishing, crafts and creative art such as bead work. His bead work is admired by others that do bead work. His favorite dessert is pistachio and vanilla pudding. He feels support from his sister _____. His heroes are his dad and grandpa along with his brother _____. They are always there and show him how to do things. **Son** is a night owl and likes spring/fall because of the season colors. **Son** experienced bullying in school. He has little peer associations. He misses doing family activities together. He also likes it when he and his dad watch movies together. He enjoys giving pony rides to people and helping with a traveling petting zoo.

(Note) Son is on probation for making terroristic threat at school and is no longer able to attend school.

Life Domains the family would like to work on:

Health: Dad needs medical help with his legs as they have nerve damage. The VA hospital can offer care, but it is too far away.

Legal: Son needs to complete his court mandates for probation.

Social: They have little social support and more would be helpful.

Education: Son continues his Adult Education. **Dad** continues his college education.

Work: The work environment for the family is stressful because of partnership difficulties.

Behavior: Son motivated in a positive way. Be respectful to parents. Help with chores in the home. Take responsibility for actions and lack of action. Be

productive.

Place to Live: Home is in need of extensive repairs.

Emotional/Psychological: Family therapy along with individual therapy with CUCC and work on goals in wraparound with FRF to help with positive outcomes.

Permanent Relationships: Family has some strained relationships with children and extended family. Find ways to heal those relationships. This will expand family support system.

Spiritual: Family would like to connect again with their spiritual beliefs and feel more peace in the home.

Accountability: work on understanding how they can restore and foster better relationships.

Transportation: Car problems which limit getting around to needed services.

**I have reviewed this document and give my permission for _____
_____ to share with my wraparound around team.**

Signature

Date



The Utah Family Coalition

Family Crisis and Safety Plan – UFC – 010 (Sample)

Child's Name: Sally Sharp	Date of Birth: 1-1-2010
Family Address: 391 E. 100 No., Kanab, UT 84741	Phone # 435-643-2222
Referring agency and contact person: SBH – (Linda M)	435-644-4520
Facilitator Name and Number: Jim Whatchamacallit	435-643-3333

Team Members	Relationship	Phone #
Mom and Dad Sharp	Parents	
Sister Sharp	Sister	
Grandma Sharp	Grandmother	
Nice Neighbor		
Patty Principal	Principal	
Connie Counselor	Sister's school-based therapist	
Medicine Man	MD Psychiatrist	
Thelma Therapist	Family Specialist	
Susie Specialist	Family Specialist (sister)	

Short term safety goal: _Help Sally control anxiety and not run away from school

Behaviors showing the crisis or safety threat is about to happen:

1. _Sally rocks in chair_____
2. _Sally yells at classmates_____
3. _Sally runs
away_____

Steps to be taken based on which of the above is appearing:

When the first (#1 above) level of behaviors appear, we will do:

- a. _Teacher will give Sally a stress ball to squeeze_____
- b. _Sally will go to the bathroom and get water_____
- c. _Sally will go to the counselors office and lay down on the couch and
take deep breaths

When the second (#2 above) level of behaviors appear, we will do:

- a. _Sally will go to the counselors office _____
- b. _Mom will be called (if it doesn't work) _____
- c. _Sally will not go back to class _____

When the third (#3 above) level of behaviors appear, we will do:

- a. _Mom and Grandma are called _____
- b. _Sally runs to Grandma's house _____
- c. _If grandma is not home or Sally does not show, School calls police _____

When immediate crisis has passed, family will do these things to feel connected and safe:

- a. _Mom will talk with Sally about what happened _____
- b. _Family will play board game _____
- c. _Sally will do her missed school work as homework _____

(Examples: Go for walk, family night, spend night at an informal supports house etc.) Connie Counselor



**The Utah Family Coalition
Form UFC – 011 (SAMPLE)**

Jane Doe Family Team Meeting Minutes/High Fidelity Wraparound Plan

February 26, 20__
6:00 pm

Welcome:

Introductions:

Discuss family team ground rules and the importance of confidentiality:

- No Blame or shame
- Be on time
- Keep meetings to 1 hour
- What is said at team meetings, stays with the team and not shared with others

Review The Wraparound Process:

“Wraparound is a planning process that results in a unique set of community services and natural supports that are individualized for a child and family to achieve a positive set of outcomes”.

Review Youth/Families Strengths:

- Jane loves to play the piano

Wraparound Plan For : Jane Doe Team Present: Jane Doe, John Doe (Father), Linda (Therapist), Trevor (School Counselor), Stana (Church leader), Tammy (O&E), Terry (Prevention Specialist), Brian (FRF)																														
Areas of Need: (circle or mark all that apply) <table><tr><td>*Safety</td><td>*Culture</td><td>*Health</td><td>*Transportation</td></tr><tr><td>*Social</td><td>*Family</td><td>*Place to Live</td><td></td></tr><tr><td>*Emotional/Psychological</td><td>*Spiritual</td><td>*Education</td><td></td></tr><tr><td>*Work</td><td>*Permanent Relationships</td><td>*Behavior</td><td></td></tr><tr><td>*Accountability</td><td>*Public Safety</td><td>*Competency Development</td><td></td></tr><tr><td>*Restitution</td><td>*Finances</td><td>*Citizenship Status</td><td></td></tr><tr><td>*Language/Communication</td><td>*Legal</td><td></td><td></td></tr></table> ___ Other:			*Safety	*Culture	*Health	*Transportation	*Social	*Family	*Place to Live		*Emotional/Psychological	*Spiritual	*Education		*Work	*Permanent Relationships	*Behavior		*Accountability	*Public Safety	*Competency Development		*Restitution	*Finances	*Citizenship Status		*Language/Communication	*Legal		
*Safety	*Culture	*Health	*Transportation																											
*Social	*Family	*Place to Live																												
*Emotional/Psychological	*Spiritual	*Education																												
*Work	*Permanent Relationships	*Behavior																												
*Accountability	*Public Safety	*Competency Development																												
*Restitution	*Finances	*Citizenship Status																												
*Language/Communication	*Legal																													
Long Range Vision: To be off probation, finish school, complete therapy, and have some good friends.																														
Short Term Goals: A. Jane will attend school full time B. Jane will obtain the aid of a tracker to improve attendance and grades																														

- C. Jane will complete missing assignments
- D. Jane will learn how to prepare and eat nutritious meals to stay healthy
- E. Jane and John will work together to improve relationship and home environment
- F. Jane will attend therapy sessions regularly
- G. Jane will improve to her personal hygiene

Plan	Who	When
<u>Education</u>		
1. Jane Doe reported that she is in school full time now, participating in Drama and is active in an after school program. Jane reported that she has been practicing piano at home, has put together a musical number that she is going to record this afternoon in Open Studio.	Jane Doe & John Doe	January 1, 20__
	Trevor and Jane Doe	January 1, 20__
2. Trevor (High School Counselor) reported that Jane's behavior at school has been good. Trevor did report that Jane's grades are poor because she has missed so much school in the past and still is not getting her class assignments in.	Jane Doe	January 14, 20__
3. Trevor indicated that if Jane will meet with her teachers and work out getting those assignments in the next two weeks she might not lose this quarter's credits.	Trevor and Jane	January 1, 20__
4. Trevor recommended that Jane gets a Tracker from the school's office each day. It will help her be more successful in finishing this quarter	Trevor	February 1, 20__
5. Terry (Prevention Specialist) reported that he has been working with Jane in his prevention programs at school. Terry indicated that he will watch for an older student in his program that would be a good Mentor for Jane.		
<u>Family</u>		
1. John Doe (Jane's Father) reported that things are doing a lot better in the home after Jane overdoses. John reported that he and Jane were able to talk over the disagreement they had that brought on the overdose and feel that things are now better.	John & Jane	February 1, 20__
	John & Jane	February 1, 20__
2. Also John reported that he and Jane are taking food preparation classes through the County Extension Service once a week where they are learning		

new Life Skills.		
<u>*Emotional/Psychological</u> 1. Linda (Therapist) indicated that she felt things were going well at this time with Jane. Linda complemented Jane on her taking better care on how she looks physically (Jane has trimmed and painted her finger nails). Also Linda indicated that she has counseled Jane about not trying to get involved with boys at this time in her life.	Linda , Stana, & Jane	February 1, 20__
<u>Legal</u> 1. Juvenile Court was not present but Jane and John reported that Jane had all her fines paid and her community service done. The only thing she has left to do with Juvenile Court is completing her probation 2. Tammy (O&E) reported that Jane and John have not been in contact with her for some time. Tammy requested that Jane and John be in contact with her every two weeks. Jane was assigned to call Tammy every two weeks. As a reminder for Jane, John is to see that that contact is scheduled on the family calendar.	Probation Officer & Jane Jane, John, Tammy	March 1, 20__ February 1, 20__ and every two weeks
<u>Social</u> 1. Stana (Church leader) reported that Jane has been attending Wednesday night MIA. Jane asked if she could bring two of her friends (Heather and Josie) to MIA with her. Stana indicated that her two friends would be welcomed to come. 2. Brian (Family Resource Facilitator) asked Jane if she would be interested in having a friend as a member of her family team. Jane indicated that she has two friends she would like to have on her team (Heather and Josie). Jane and FRF will invite the two friends to be a part of the team. 3. Brian asked Jane how she would feel about setting up and conducting her own monthly Family Team Meetings.	Stana & Jane Jane & Brian Brian & Jane	February 15, 20__ March, 20__ March, 20__

Jane indicated that she would like to do that. Brian will provide Jane with shadow leadership as she sets up and conducts those meetings. This will start with next month's Family Team Meeting.		
Comments/Notes:		
Action Items: i.e. date and time of the next team Schedule next Family Team Meeting: Jane had to get back to school for her recording session. Brian will meet with Jane and set a date to meet.		



High Fidelity Wraparound Transition Plan SAMPLE

Client's Name: John Doe

Date: 00/01/12

1. **Long Range Vision Goal:** John will be able to manage the family's finances.
2. **Team Mission:** To support John in achieving this goal.
3. **Strengths:** (see attached SNCD document)
4. **Continuing needs:** The Doe family will continue to need the team to monitor their success handling their finances without assistance.
5. **What to do if symptoms come back or if additional services are needed? And what will that look like?** John will not be able to pay the rent and other monthly bills if they are unable to manage the family finances. He will probably go to a church organization for financial assistance.

(Referring to or continuing services with :)

Informal/Agency Support	Phone Number	Name of Responsible Persons
Church friend	111-999-9049	Jay Friend
Church Leader		Jeff Leader
Family Resource Facilitator	111-999-2522	Sally An

7. **Client/Family participating in the Wraparound Process at time of transition.** Yes
8. **Date of last SNCD update:** 01-01-12**Date of last Crisis/Safety Plan update:** 2-3-12
9. **Client/Family has been taught how to facilitate FT meetings.** No
10. **What is the plan to ensure that the Client/Family is contacted one time per month for three months after transition?** A Church leader will assign a member to visit the Doe family at least once a month.

Person responsible: Jeff Leader and Jay Friend

Dates of Follow-up: At least once a month by both Jay and Jeff

SEE SUPPLEMENTAL – FORMS

UFC-008 - Strengths Needs and Cultural Discovery

UFC-009 - Team Roster

UFC-010 - Safety and Crisis Plan

UFC-011 - Team Meeting Minutes

UFC-012 - Transition Plan

UFC-013 - Wraparound Checklist

UFC-014 - Strategic Planning Tool

UFC-015 - Team Meeting Feedback

UFC-016 - Wraparound Consent

UFC-017 - Wraparound Planning Tool

SEE SUPPLEMENTAL – HANDOUTS

Handout #18 - Phase 1 – Engagement and Team Preparation

Handout #19 - Phase 1 – First Meetings

Handout #20 - Phase 2 – Crisis and Safety Plan

Handout #21 - Phase 2 – Plan Development

Handout #22 - Phase 3 – Implementation

Handout #23 - Phase 4 – Transition